

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: W. J. Keenan High School

District: Richland County School District One

Principal: Dr. Steve Wilson

Superintendent: Dr. Percy A. Mack

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Summary of Demographic Information from the 2007 School Report Card

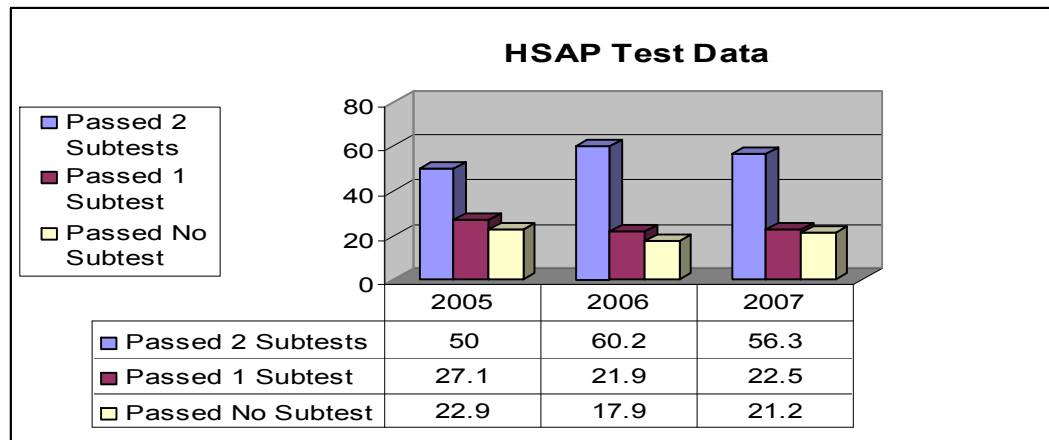
As of February 2008, W. J. Keenan High School serves 845 students in grades 9-12 (326 freshmen, 223 sophomores, 166 juniors and 130 seniors). Our student body is 98.2% African-American with 59% of our student body receiving free or reduced lunch (based on submitted lunch applications). According to our 2007 school report card, W. J. Keenan's student attendance rate is 95.6%. Eight percent of our students are eligible for gifted and talented and 17.8% have disabilities other than speech. Our advanced placement enrollment is 17.9% and we have had 24.4% of our seniors eligible for Life Scholarships. Our annual drop out rate was 3.2%. Four hundred and five students were enrolled in career/technology center courses with a 97.6% completer placement.

According to our 2007 school report card, 86% of our teachers are returning teachers and 73.7% of our teachers have advanced degrees. All teachers are highly qualified in their content areas as determined by the state department of education requirements. Our teachers have a 96.2% attendance rate. The number of professional development days per teacher is 8.6. The student teacher ratio is 20.5 to 1 in core subject areas.

Three Years of Test Data

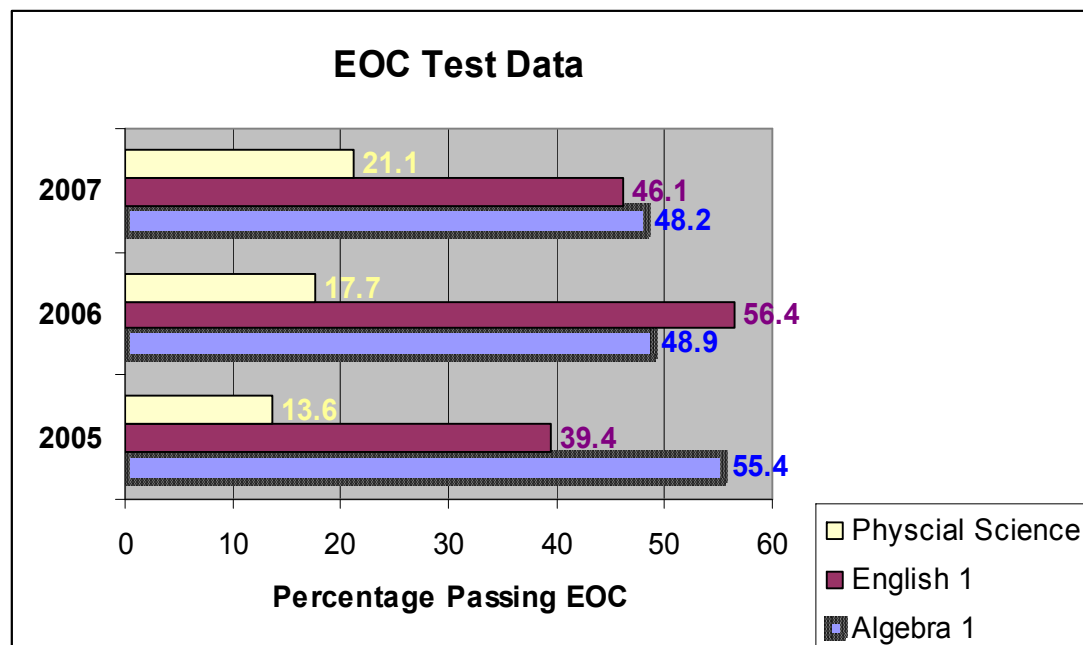
HSAP Exam

In 2005, 50% of the students tested passed two subsets of the HSAP exam. That percentage rose to 60.2% in 2006 and decreased by 3.9% (56.3) in 2007. The percentage of students that passed one subtest decreased from 27.1% to 22.5% from 2005 to 2007. The percentage of students that did not pass a subtest from 2005 to 2007 has remained almost static ranging from 22.9 to 17.9.



End-Of-Course Exams

The percentage of students that passed the end-of-course exam (EOC) for physical science increased from 13.6% in 2005 to 21.1% in 2007. The results for the English I EOC were at their lowest in the past three years during the 2005 school year (39.4%). The percentage of students passing this EOC rose to 56.4% in 2006, but declined to 46.1% in 2007. Algebra I EOC results have declined over the past three years dropping from 55.4% of students passing in 2005 to 48.2% in 2007. These scores demonstrate the need for our school to focus on Algebra I and English I during the 2008-2009 school year.



Our total percentage of students passing End of Course exams was 36.1 % in 2005, 41% in 2006, and fell to 38.5% in 2007. Our 2006 and 2007 End of Course passage rate allowed us to stay within the same point range (2 points) in calculations for our absolute rating. A decline in the number of students passing EOC exams does not move us forward in our expectation to increase our absolute rating. We need to increase to the 3 point range (at least 41.6% passage rate) on EOC in order to achieve the improvement we desire in our absolute rating.

PACT

The percentage of students scoring at Basic or Below Basic on the mathematics section of PACT rose from 93% in 2005 to 96.6% in 2006. That percentage dropped slightly in 2007 (96.4%). These scores further validate the focus on Algebra I and English I for the 2008-2009 school year.

PACT TEST DATA

YEAR	SECTION OF PACT	% BASIC or BELOW
2004-2005	Mathematics	93.0%
	English/Language Arts	85.8%
2005-2006	Mathematics	96.6%
	English/Language Arts	94.4%
2006-2007	Mathematics	96.4%
	English/Language Arts	90.4%
	Science	96.8%

Graduation Rate

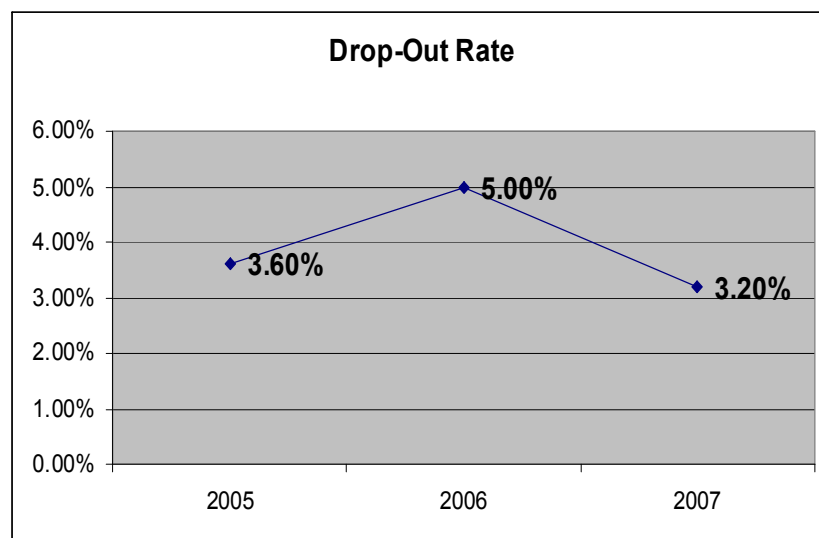
The graduation rate has decreased over the last three years from 76.1% to 59.7%. Focused goal one for the 2008-2009 school year will assist in this area of needed attention. Monitoring the progress of each grade of students at the mid-point in the year will allow us to locate and assist students who are struggling with their course work. This will give us the needed time to assist a student before the student drops out of school due to academic struggles. By monitoring each grade, we can watch with care the progress of students from one grade to the next and monitor their academic progress. Waiting to the senior year to begin monitoring and assisting students is too late to make a significant change in their ability to graduate on time. This, in turn, will decrease our dropout rate and increase our graduation rate.

GRADUATION RATE

YEAR	% GRADUATING
2005	76.1
2006	56.9
2007	59.7

Drop-out Rate

The drop out rate increased from 3.6% in 2005 to 5% in 2006. In 2007 the drop-out rate decreased to 3.2%. As our drop out rate decreases, we have continued opportunities to work with these students so that they graduate from high school therefore increasing our graduation rate.



Summary of Process and Persons Involved

During the 2006-2007 school year, W. J. Keenan High School received an “Unsatisfactory” rating on the State Report Card. Based upon this rating, the State Department of Education (SDE) assigned an External Review Team Liaison to assist the administration, faculty and staff in assessing the instructional program and in drafting the 2007-2008 Focused School Renewal Plan (FSRP). The leadership team, along with a SDE endorsed curriculum specialist, have collected data specific to the implementation of the FSRP goals and student achievement. The data related to the FSRP goals and student achievement has been examined by the administration, faculty and staff during data sessions for the entire staff and specific subject area teams throughout the school year. The leadership team, which is composed of administrators, the curriculum specialist and department chairpersons met during the month of March to discuss the student achievement data and its implication on the FSRP goals. At that time the leadership team identified three SMART goals and the strategies planned to achieve all goals by March 1, 2009 and meet or exceed expected process of 2.5 as measured by the absolute index during the 2008-2009 school year.

Narrative of How Selected Goals will Impact Expected Progress

2008-2009 FSRP SMART Goals	
Goal One	To improve graduation rate for each class, the percentage of students passing all or all but one course will increase from 67.5% at the end of first semester 2007-2008 to at least 70% at the end of the first semester 2008-2009 as measured by the SASI grade distribution index. This will directly contribute to our needed 1.0 gain in absolute value.
Goal Two	By April 1, 2009, the End of Course overall passage rate will increase from 38.5% in 2007 to at least 50% in the 2008-2009 school year as measured by the Richland One district wide EOC practice test.
Goal Three	By April 1, 2009, the percentage of students passing both sections of the HSAP on the first attempt will increase from 56.3% to 62.9% as measured by 63% of the students gaining 1.3 and 1.9 mean RIT value points (respectively) in Language Usage and Math on the Fall 2008 to Spring 2009 MAP administration.

W. J. Keenan's 2008-2009 SMART goals directly impact the School Report Card. Accomplishing goal one will affect the number of students that are successful on End-of Course exams, HSAP and increase the number of students graduating. Using diagnostic results from benchmark test for EOC and HSAP along with MAP data will allow teachers to identify each student's area of weakness by subject area. The teacher can also utilize formative common assessments to collect data related to student achievement on subject area standards. Data analysis is needed so that all collected data is used for planning and modifying instruction to meet the needs of a diversity of students with weaknesses on different standards. The administration, faculty and staff of W. J. Keenan High School recognize the correlation between student success in academic courses and success on all standardized tests. When students are interested and engaged in rigorous standards-based instruction within a well managed classroom, in which a positive interaction between the teacher and students is evident, students experience success within that content area. The rate of increase in course work success called for by goal one will lead to an increase in our on-time graduation rate. An increase in graduation rate which counts 30% of our report card absolute value will contribute to the positive gain needed by our school. This success translates into success on the End-of-Course exams, HSAP and in a student's ability to graduate in four years.

Previous goals 2 and 3 which related to EOC passage rate on Algebra 1 and English1 were replaced with the present goal 2 in order to encompass all areas which will be tested with end of course exams. Accomplishing our new goal two will allow us to move from the two point range to the three point range in end of course test passage rate which accounts for 20% of our report card absolute value. Achieving goal three(previously goal 4) will allow us to move from 4 points to 5 points on our score for first attempt HSAP passage rate which accounts for 20% of our report card absolute value. Successfully fulfilling all three goals will allow us to have the gains needed in each school report card area to reach a 1.0 or more gain during the academic year. The two principal's goals were also changed in order to show a direct focus on a measurable increase in student achievement.

School Timeline

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
NOTE: The items indicated (♦) will be discussed during the Retreat.	May Retreat for school-wide planning will be held for administrators, department chairs, teacher leaders, testing coordinator and selected classified persons	AP for C&I/Project GOAL Coordinator/ Curriculum Specialist	Principal	1,2,3
JULY 2008	♦Examine student achievement data available (school and state levels)	Administrators	Principal	1, 2, 3
	♦Create Professional Development Plan (including PLT procedures and sessions)	AP for C&I	Principal	1, 2, 3
	♦Finalize Assessment Calendar	AP for C&I	Principal	2, 3
	Finalize plans for MAP testing	AP for C&I	Principal	1, 2, 3
	♦Finalize procedures for academic conferences (= > 20% failure rate)	Administrators	AP for C&I	1
	♦Finalize after-school tutoring policies and procedures (including services specific to EOC and HSAP)	Tutoring Coordinator *	Assistant Principal	1, 2, 3
	♦Teachers of EOC courses create a common syllabus, lesson plans and assessments. In addition, the teachers will draft ideas for EOC Wednesday, which will begin January 7, 2009 and end April 8, 2009.	EOC teachers	Department Chairpersons / Dean of Academics	1, 2, 3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
JULY 2008 (Continued)	♦Student Achievement Committee creates school-wide common grading criteria	Committee Chairperson	Committee Chairperson	1
	Feedback regarding school-wide common grading criteria solicited from staff through summer mailing	Committee Chairperson	Committee Chairperson	1
	♦Finalize and publish HSAP and EOC preparation plans (i.e., pull-outs) that will begin in January 2009.	Selected Teachers	Assistant Principal	2,3
	The Student Government Advisor will facilitate a meeting with the Student Government officers and the principal regarding plans for the year, student achievement, class meetings and the ERT process.	SGA Advisor	Principal	1, 2, 3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
JULY 2008 (CONTINUED)	A selected group of teachers will create lesson plans for HSAP instruction for every Wednesday beginning September 3, 2008 and ending April 8, 2009 (USA Test Prep and HSAP manuals will be utilized).	Math and English Department Chairpersons	AP for C&I	3
	Teachers of students that are repeating Algebra I and English I will create a plan for EOC preparation and testing in November. This plan will begin August 25, 2008	Math and English Department Chairpersons	AP for C&I	2,3
	Guidance chairperson will research and develop lessons to be used for Advisor/Advisee lessons	Guidance Chairperson	Principal	1
AUGUST 2008	School-wide common grading criteria completed and published by August 1, 2008	Committee Chairperson	Dean of Students/ Principal	1
	Due dates and procedures for common assessments finalized and published by August 4, 2008	Assistant Principal	AP for C&I	1, 2, 3
	Data notebooks and procedures completed by August 11, 2008	Assistant Principal	Assistant Principal	1, 2, 3
	EOC preparation for all EOC courses will begin August 25, 2008.	Assistant Principal	Department Chairpersons	2,3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
AUGUST 2008 (CONTINUED)	Professional Development for core academic teachers regarding differentiation of instruction and common assessments on August 13, 2008 (Data Notebooks Distributed)	TBD	AP for C&I	1,2,3
	Professional Development for all teachers regarding student motivation on August 14, 2008	TBD	AP for C&I	1, 2, 3
	The principal will conduct class meetings which will be held the week of August 25, 2008 to review policies, procedures, and needed student achievement levels.	Dean of Students	Principal	1, 2, 3
	Common assessment administered during week 1 in all core classes- Results due by August 29, 2008 (EOC classes will administer a common assessment derived from the EOC practice manuals)	Department Chairpersons	Department Chairpersons	1, 2, 3
	The Algebra I PLT will analyze common assessment results to determine instructional plans for the standards tested	Department Chairpersons	Department Chairpersons	1, 2, 3
	Mentorship sessions (Advisor/Advisee) will be created and published by August 29, 2008.	Academy Guidance Counselor	Guidance Chairperson	1

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
AUGUST 2008 (CONTINUED)	ERT Goal Meeting with all leadership team members will be held monthly to assess documentation and progress towards goals.	Principal/ ERT liaison	Principal	1,2,3
SEPTEMBER 2008	After School tutoring begins September 1, 2008	Tutoring Coordinator	Principal	1,2,3
	MAP testing September 3-9, 2008 (9 th -10 th graders and students that have not passed HSAP) NOTE: TEACHERS AND ADMINISTRATORS WILL BE TRAINED REGARDING MAP AS MADE AVAILABLE THROUGH THE DISTRICT.	Testing Coordinator	Assistant Principal	1, 2, 3
	MAP results discussed with teachers. Teachers will devise an instructional plan which includes differentiation of instruction for advanced and struggling learners.	AP for C&I	Principal	1, 2, 3
	HSAP Wednesday lessons will begin on September 3 and continue through April 8 to prepare students for the upcoming HSAP test.	Math and English Department Chairpersons	AP for C&I	3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
SEPTEMBER 2008	PLT groups discuss implication of MAP results	Department Chairpersons	Assistant Principal	1, 2, 3
	Designated administrators will observe mentorship sessions on September 12 and 26, 2008	Principal	Principal	1
	Professional development on September 17, 2008 (Delayed Start)	Assistant Principal	AP for C&I/Principal	1, 2, 3
	Academic Meetings September 18-19, 2008 (=> 20% failure)	Department Chairpersons/ AP for C&I	Principal	1
	PLT Data Session (incorporate MAP data)	Assistant Principal	Principal	1, 2, 3
OCTOBER 2008	Common assessment administered in all core classes during week of September 29, 2008 -Results due by October 10, 2008	Department Chairpersons	Department Chairpersons	1, 2, 3
	Designated administrators will observe mentorship sessions on October 10 and 24, 2008	Principal	Principal	1
	ERT Goal Meeting with all leadership team members will be held monthly to assess documentation and progress towards goals.	Principal/ ERT liaison	Principal	1,2,3
	Project GOAL attendance and academic check this month. Data provided for parents, teachers and counselors.	Tutoring Coordinator	Principal	1,2,3
	HSAP Exam-State Testing	Testing Coordinator	Assistant Principal	3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
OCTOBER 2008	Professional development on October 22, 2008 (Delayed Start)	Assistant Principal	AP for C&I/Principal	1, 2, 3
	Academic Meetings October 30-31, 2008 (= > 20% failure)	Department Chairpersons/ AP for C&I	Principal	1
	Common assessment administered in all core classes during week of October 27, 2008 -Results due by November 10, 2008	Department Chairpersons	Department Chairpersons	1, 2, 3
	The Principal will meet with students that are failing three or more courses and their parents during the week of October 20, 2008.	Principal	Principal	1
NOVEMBER 2008	ERT Goal Meeting with all leadership team members will be held monthly to assess documentation and progress towards goals.	Principal/ ERT liaison	Principal	1,2,3
	Tutoring attendance and academic check this month. Data provided for parents, teachers and counselors.	Tutoring Coordinator	Principal	1,2,3
	End-of-Course-State Testing (Students that have taken Eng. I, Alg. I previously, U.S. History)	Testing Coordinator	Assistant Principal	2,3
	Designated administrators will observe mentorship sessions on November 14 and 21, 2008	Principal	Principal	1
	Professional development on November 19, 2008 (Delayed Start)	Assistant Principal	AP for C&I/Principal	1, 2, 3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
NOVEMBER 2008 (CONTINUED)	Academic Meetings November 24-25, 2008 (=> 20% failure)	Department Chairpersons/ AP for C&I	Principal	1
	School-wide Data Session	Assistant Principal	Principal	1, 2, 3
DECEMBER 2008	Designated administrators will observe mentorship sessions on December 5 and 12, 2008	Principal	Principal	1
	Tutoring attendance and academic check this month. Data provided for parents, teachers and counselors.	Tutoring Coordinator	Principal	1,2,3
	ERT Goal Meeting with all leadership team members will be held monthly to assess documentation and progress towards goals.	Principal/ ERT liaison	Principal	1,2,3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
DECEMBER 2008 (CONTINUED)	The Student Government Advisor will facilitate a meeting with the Student Government officers and the principal to discuss remaining plans for the school year and suggestions for changes that will increase student achievement.	SGA Advisor	Principal	1, 2, 3
	Common assessment administered in all core classes during week of December 8, 2008 - Results due by December 17, 2008 (Make decisions about instruction during second semester)	Department Chairpersons	Department Chairpersons	1, 2, 3
	Algebra I teachers finalize draft ideas from July for the EOC Wednesday sessions, which will begin January 7, 2009 and end April 8, 2009 .	Algebra I teachers	Math Department Chairperson/ Dean of Academics	1, 2
JANUARY 2009	ERT Goal Meeting with all leadership team members will be held monthly to assess documentation and progress towards goals.	Principal/ ERT liaison	Principal	1,2,3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
JANUARY 2009 (CONTINUED)	EOC Wednesday begins January 7, 2009	Algebra I teachers	Math Department Chairperson/ Dean of Academics	1, 2
	Designated administrators will observe mentorship sessions on January 9 and 23, 2009	Principal	Principal	1
	The Principal will meet with students that are failing three or more courses and their parents during the week of January 19, 2009	Principal	Principal	1
	Academic Meetings January 22-23, 2009 (=> 20% failure)	Department Chairpersons/ AP for C&I	Principal	1
	Common assessment administered in all core classes during week of January 26, 2009 -Results due by February 6, 2009.	Department Chairpersons	Department Chairpersons	1, 2, 3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
JANUARY 2009 (CONTINUED)	Professional development on January 28, 2009 (Delayed Start)	Assistant Principal	AP for C&I/Principal	1, 2, 3
	MAP testing January 12 – Feb 6 (9 th -10 th graders and students that have not passed HSAP)	Testing Coordinator	Assistant Principal	1, 2, 3
FEBRUARY 2009	MAP results discussed with teachers. Teachers will devise an instructional plan which includes differentiation of instruction for advanced and struggling learners based on MAP results	AP for C&I	Principal	1, 2, 3
	Tutoring attendance and academic check this month. Data provided for parents, teachers and counselors.	Tutoring Coordinator	Principal	1,2,3
	Professional development on February 25, 2009 (Delayed Start)	Assistant Principal	AP for C&I/Principal	1, 2, 3
	Academic Meetings February 12-13, 2009 (= > 20% failure)	Department Chairpersons/ AP for C&I	Principal	1

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
FEBRUARY 2009	Designated administrators will observe mentorship sessions on February 3 and 27, 2009	Principal	Principal	1
	Common assessment administered in all core classes during week of February 23, 2009 -Results due by March 6, 2009.	Department Chairpersons	Department Chairpersons	1, 2, 3
	PLT Data Session	Assistant Principal	Principal	1, 2, 3
	HSAP Preparation Skill Sessions Begin	Principal	Principal	3
MARCH 2009	Designated administrators will observe mentorship sessions on March 6 and 20, 2009	Principal	Principal	1
	Tutoring attendance and academic check this month. Data provided for parents, teachers and counselors.	Tutoring Coordinator	Principal	1,2,3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
MARCH 2009 (CONTINUED)	ERT Goal Meeting with all leadership team members will be held monthly to assess documentation and progress towards goals.	Principal/ ERT liaison	Principal	1,2,3
	MAP testing (9th-10th graders and students that have not passed HSAP)	Testing Coordinator	Assistant Principal	1, 2, 3
	The Principal will meet with students that are failing three or more courses and their parents during the week of March 16, 2009.	Principal	Principal	1
	Professional development on March 18, 2009 (Delayed Start)	Assistant Principal	AP for C&I/Principal	1, 2,3
	HSAP district practice testing March 16 – March 20	Test Coordinator	Principal	3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
MARCH 2009 (CONTINUED)	The Student Government Advisor will facilitate a meeting with the Student Government officers and the principal regarding plans for the year, needed student achievement levels on EOC and HSAP,.	SGA Advisor	Principal	1, 2, 3
	Common assessment administered in all core classes during week of March 30, 2009 -Results due by April 10, 2009.	Department Chairpersons	Department Chairpersons	1, 2, 3
APRIL 2009	Tutoring attendance and academic check this month. Data provided for parents, teachers and counselors.	Tutoring Coordinator	Principal	1,2,3
	HSAP Exam-State Testing	Testing Coordinator	Assistant Principal	3

School Timeline (CONTINUED)

ITEMS HIGHLIGHTED ARE TENTATIVE

MONTH	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON MONITORING	FSRP GOAL (GOAL 1, 2, 3)
MAY 2009	Academic Meetings April 2-3, 2009 (= > 20% failure)	Department Chairpersons/ AP for C&I	Principal	1
	Designated administrators will observe mentorship sessions on April 3 and 24, 2009	Principal	Principal	1
	PLT Data Session	Assistant Principal	Principal	1, 2, 3
	End-of-Course-State Testing (Physical Science, English 1, Algebra 1, U.S. History)	Testing Coordinator	Assistant Principal	2

*The title Project Goal Coordinator has been changed throughout our FSRP to tutoring coordinator. The duties of our previous Project Goal Coordinator have been divided between guidance and our tutoring coordinator due to a loss of that position.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

To improve our graduation rate for each class, the percentage of students passing all or all but one course will increase from 67.5% at the end of first semester 2007-2008 to at least 70% at the end of the first semester 2008-2009 as measured by the SASI grade distribution index. This will directly contribute to our needed 1.0 gain in absolute value.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Each classroom teacher in the areas of Math, English, Science, and Social Studies will provide a minimum of one hour of after school tutoring per week. Teachers will encourage all students to attend after school tutoring and mandate attendance of students with an average of D or F.	Teachers / Tutoring Coordinator / Administrators/ Curriculum Specialist	September	<p>Teachers will utilize after school tutoring time to address the deficiencies of individual students as it relates to their subject matter. Administrators will observe after school tutoring sessions on a weekly basis to assure that productive tutoring is taking place.</p> <p>An increase in individual student achievement will document that tutoring is effective. Our tutoring coordinator will maintain records regarding the attendance and grade improvement of tutored students.</p> <p>(Frequency: Tutoring will be held once a week for one hour after school in each of the core subject areas.</p> <p>Feedback: Administrators will provide feedback to teachers regarding the use of tutoring time. The tutoring coordinator will provide teachers with information regarding the number of students attending tutoring and the impact on student grades.</p> <p>Follow-Up: Information regarding the success of tutoring will be used to plan tutoring for second semester and next school year. The progressive impact of tutoring on</p>

			academic performance will be shared with classroom teachers by the tutoring coordinator and administrators.)
2. Teachers with a 20% or greater failure rate will be required to reflect on instructional practices and to develop a plan for instructional delivery which may include the use of academic intervention services.	Principal/ Assistant Principal C&I/ Teachers	September	<p>The administrative team will review SASI grade distribution reports at the end of each interim and quarter to determine teachers with whom to meet. (Revised: These meetings will occur at the end of each interim grading period during first, second, third and fourth quarter.)</p> <p>A designated administrator(s) will meet with selected teachers to discuss their plan for students that are not being successful. This may include the development of an individual strategy plan for unsuccessful students. The assistant principal for curriculum and instruction will document academic meetings. The teacher will document the progress of the individualized student plans and how the plan addresses mastery of course standards.</p> <p>Guidance counselors will document conferencing with students failing two or more courses after the first and third nine week grading periods in order to assist students in devising a more successful academic plan.</p> <p>(Frequency: Academic meetings will be held with teachers having 20% or more of their students failing at the end of each interim period during first, second, third, and fourth quarter. Feedback: The assistant principal for curriculum and instruction will meet with each of these teachers and give immediate feedback regarding how they are assisting each student who has a failing status. Follow-Up: The assistant principal for C&I will provide follow up discussions with teachers if their failure rates continue to be high at the next quarter interim. Teachers will provide documentation of individualized student plans to address mastery of standards.)</p>
3. The Principal will meet with students that are failing three or more courses and their parents at the end of the first nine weeks, first semester and the end of the third nine weeks.	Principal/ Counselors/ Guidance Secretary/ Principal's Secretary	September	<p>Guidance counselors will print a list of all students that are failing three or more courses at the end of the designated marking period for the principal.</p> <p>The Principal's secretary will mail letters to the designated parents informing them of the mandatory meeting.</p> <p>The guidance secretary will maintain a list of the students that are failing three or more courses and report their</p>

			<p>academic progress to the appropriate counselor for follow-up counseling sessions and/or parent conferences.</p> <p>(Frequency: Letters informing parents if there student is failing three or more courses will be mailed home at the end of the first nine weeks, first semester, and the end of the third nine weeks.</p> <p>Feedback: The principal will have the grades of the students monitored for improvement over the next grading period and provide positive feedback for improvement.</p> <p>Follow-Up: If a student continues to fail coursework, the students will be involved in the next meeting and so on throughout the year.)</p>
<p>4. The HSTW mentorship time will be utilized twice each month for teachers to conduct Advisor/Advisee lessons. Each month one session will include time set aside for academic conferences.</p>	<p>Assistant Principal/ Counselors/ Teachers/ Guidance Secretary/ Administrators/ Principal</p>	<p>September</p>	<p>A designated counselor will contact the HSTW office and secure Advisor/Advisee lessons. (Keenan High School counselors created lessons to be used with our students regarding character, respect, and other positive attributes.)</p> <p>Designated administrators will observe mentorship twice each month and document observation.</p> <p>The guidance secretary will make a failure list available for mentorship teachers so that they can have one-on-one conferences during mentorship time. Teachers will document the use of some mentorship time for academic conferences.</p> <p>(Frequency: Guidance counselors will develop advisor/advisee lessons and distribute to faculty at least three days in advance of session. Advisor/Advisee sessions will be held twice monthly throughout the school year.</p> <p>Feedback: Administrators will do random observations of sessions and provide feedback to teachers as needed.</p> <p>Follow-Up: Teachers will be commended for preparing for and carrying out good advisor/advisee sessions. Teachers failing to carry out the sessions will meet with the principal for further direction.)</p>

<p>5. On-time graduation rates for 9th, 10th, 11th, and 12th grades will be monitored throughout the year.</p>	<p>Guidance Director / On-time graduation team/ Principal/ Social Worker</p>	<p>September</p>	<p>The on-time graduation team will utilize a graduation rate template to monitor graduation rate for each class throughout their high school years.</p> <p>A school social worker will be asked to visit / check on students who are identified as no shows or dropouts. The social worker will document visits and outcomes.</p> <p>(Frequency: The graduation team will meet twice monthly with the principal and once monthly with the district's principal mentor to review graduation templates and information.</p> <p>Feedback: The graduation team will review with members and the principal the status of each student in grades 9 - 12.</p> <p>Follow-Up: The social worker and guidance counselors will follow up with each student whose whereabouts are not known or students having attendance and/or academic issues.)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, the End Of Course overall passage rate will increase from 38.5% in 2007 to at least 50% in the 2008-2009 school year as measured by the Richland One district wide EOC practice test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

<p style="text-align: center;">Strategy</p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p style="text-align: center;">Person(s) Responsible (Position/Name)</p>	<p style="text-align: center;">Start Date of Strategy</p>	<p style="text-align: center;">Indicator(s) of Implementation</p> <p><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></p>
<p>1. Algebra 1, English 1, Physical Science, and U.S. History teachers will utilize EOC practice manuals and common assessment diagnostic results to devise instructional plans which include differentiation of instruction for advanced and struggling learners. Teachers will update the instructional plan as needed following each administration of the EOC practice test and/or common assessment.</p>	<p>Teachers / AP for C&I/ Dept. Chairs/ Administrators</p>	<p>September</p>	<p>Use of diagnostic results will be indicated through the use of lesson plans designed around diagnostic results.</p> <p>Department chairs will collect, review, and periodically score lesson plans based on a given lesson plan rubric.</p> <p>Department chairs will maintain the lesson plan documentation for their department.</p> <p>During classroom observations, administrators will review/compare lesson plans to actual instruction and give a written evaluation of what is observed.</p> <p>Teachers will include lesson plans showing the use of diagnostic data to influence instructional planning as part of their evaluation portfolio.</p> <p>(Frequency: Lesson plans are submitted by teachers on Monday of each week. Lesson plans are collected and reviewed by department chairs weekly. Once each nine weeks, the department chair scores one lesson plan from each teacher and returns the scored lesson plan to the teacher with comments. Administrators observe classrooms on a daily basis and used the teacher's lesson plans as a guide.</p>

			<p>Administrators complete an observation form in triplicate and leave a copy with the teachers. Follow-up conferences are held as needed or requested by the administrator or teacher.</p> <p>Feedback: Scored lesson plans are returned to teachers by department chairs at least once each nine weeks. Administrators give feedback via observation forms and conferences with teachers.</p> <p>Follow-Up: Department chairs check lesson plans to make certain that problems found on scored plans are not repeated. Administrators re-visit classrooms after initial observation and conferences to make certain adjustments are made by the classroom teacher.)</p>
2. Teachers in each EOC course will administer a pre-assessment during week 1 of the school year. The teachers will jointly create and administer common assessments throughout the duration of the course. Results will be analyzed and used to create instructional plans that will assist students in mastering given standards.	PLT Professional Learning Teams / Dept Chairs / Curriculum Specialist	August	<p>Pre-assessment results will be submitted by each teacher to their department chair. The department chair will collect and tally the data by course. The tallied data will be maintained by the curriculum specialist and shared with faculty.</p> <p>Each teacher will maintain data showing the performance of individual students on each tested standard and how student deficiencies by standard are addressed.</p> <p>(Frequency: Pre-assessments were given in each of the EOC courses during the first week of class. The curriculum specialist shared the scores on the common pre-assessment with the faculty. At the end of each grading period, the curriculum specialist will share scores on the common exams given by each of the EOC courses.</p> <p>Feedback: The common pre-assessment were given to the department chairs for review and feedback given as needed. Feedback was also given by the curriculum specialist and assistant principal for C&I.</p> <p>Follow-Up: As lesson plans are reviewed and utilized for teaching, administrators and other observers will follow up with teachers to insure that they are using the data provided by common assessments to drive their standards based instruction.)</p>
3. Teachers will analyze data from student use of Nova Net and USA Test prep (test preparation	PLT Professional Learning Teams/	September	Teachers will collect and maintain documentation from testing students in the Nova Net Lab and with the USA

software) to provide extra assistance as needed for students with deficiencies. This assistance will include differentiated instruction and refined and enriched activities for more advanced students.	Dept. Chairs		<p>Test Prep Software.</p> <p>Teachers will create and submit lesson plans which show how they will address the needs of students in regards to mastering standards.</p> <p>Lesson plans will be collected, reviewed, and periodically scored by department chairs.</p> <p>Teachers will include in their evaluation portfolio lesson plans which document providing assistance to students with deficiencies and plans which show enriched activities for advanced students.</p> <p>(Frequency: The Nova Net Lab and USA test prep software is used on a daily basis by departments within the school. Rotation calendars have been created which allow each student in EOC bearing courses to utilize the lab/software at least once every other week, in most cases more often. For example, the math department uses the Nova Net lab for each class, each week. Lesson plans are submitted weekly by teachers to department chairs. The evaluation portfolio will be checked at the end of first semester and again at the end of the school year.</p> <p>Feedback: Information derived from the use of the computer lab/software is available to teachers</p> <p>to help them plan instruction to address areas of student weakness in regard to standards. Feedback is given by department chairs as needed after review of weekly lesson plans. The administrative team will give immediate feedback to teachers during the presentation of their portfolio.</p> <p>Follow-Up: The assistant principal for C&I and assistant principal for the freshman academy monitor the use of the EOC and Nova Net labs to ensure that teachers are utilizing the lab/software as prescribed. The administrator talks with the teacher if the lab is not being used to assist their classes in preparing for the EOC.)</p>
4. During EOC Skill Sessions on Wednesdays,	Department	September	Teachers, with the assistance of their department chair,

teachers will concentrate on skills needed for success relative to EOC. This may include a review of previously taught standards, introduction of new standards, and also test taking strategies.	Chairpersons / Teachers/ Administrators		<p>will design a plan which can be used throughout the course to focus on the end of course test.</p> <p>A copy of the plan will be given to each EOC course teacher.</p> <p>Administrators will visit EOC course classes on Wednesdays to insure that instruction is according to plan. Observations forms from these visits will document that the EOC plan is being followed.</p> <p>(Frequency: An EOC plan was developed by each department at the beginning of the school year. EOC Wednesday occurs each week. Teachers teaching EOC bearing courses cover prescribed material on Wednesdays according to the department plan.</p> <p>Feedback: Administrator will observe EOC Wednesdays and document their observations.</p> <p>Follow-Up: Administrators give the observed teacher a copy of the written observation. If a teacher is not teaching on the EOC plan, a conference is held with the teacher and follow up observations occur.)</p>
5. A professional development session will be conducted with teachers to review Marzano's High Yield Strategies and Bloom's higher order thinking skills. Administrators will conduct classroom observations to insure the use of higher order thinking skills and Marzano's strategies.	Director of Professional Development/ Dept. Chairs/ Administrators	August	<p>Lesson plans will reflect the use of Marzano's high yield strategies and plans for use of higher order thinking skills. Lesson plans will be collected and reviewed by department chairs.</p> <p>Classroom observation forms will be utilized to collect information regarding the frequency of use of higher order thinking skills and Marzano's strategies by teachers.</p> <p>(Frequency: Lesson plans are submitted to department chairs on a weekly basis. Administrators observe classrooms on a random basis daily.</p> <p>Feedback: Department chairs scored teacher's lesson plans with a given rubric at least once each nine weeks and given written feedback to the teachers. Administrators give teachers a copy of</p>

			<p>the written observation after each classroom visit.</p> <p>Follow-Up: Department chairs follow up with teachers if lesson plans are not submitted or do not reflect the needed elements. Administrators follow up with teachers if problems are noted during their classroom observations.)</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, the percentage of students passing both sections of the HSAP on the first attempt will increase from 56.3% to 62.9% as measured by 63% of the students gaining 1.3 and 1.9 mean RIT value points (respectively) in Language Usage and math on the Fall 2008 to Spring 2009 MAP administration.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Teachers will utilize MAP data for planning daily practice and review sessions. Teachers will show evidence of the use of MAP data on their lesson plans to address student deficiencies.	AP for C&I/ Teachers/ Dept. Chairs	September	Lesson plans will be collected, reviewed, and periodically scored by department chairs. (Frequency: Lesson plans are submitted weekly to department chairs by each teacher in their department. Feedback: If lesson plans are not submitted, the department chair notifies the teacher and also the assistant principal for C&I. Feedback: Department chairs review weekly lesson plans and discuss with teachers areas of concern. Once each nine weeks, the department chair scores one lesson plan from each teacher with a school wide rubric. Written feedback is given to each teacher. The assistant principal addresses the failure to submit lesson plans with a non-compliance letter and conference. Follow-Up: Department chairs review lesson plans to ensure that problem areas noted have been addressed.)
2. Computer software will be utilized to enhance HSAP skills for exam success. Teachers will be assigned lab time on a weekly basis in order that students may use USA Test Prep and Nova Net Software.	Department Chairpersons/ Teachers	September	Teachers will maintain records showing lab usage. English and math department chairs will monitor usage. (Frequency: Teachers note their weekly use of the computer lab and maintain a record showing how students are performing on given standards. Department chairs monitor the use of the lab. Feedback: Department chairs and the assistant principal for C&I give feedback to the teachers regarding lab use as needed.

			Follow-Up: If a teacher within a department is not utilizing the lab as outlined by the department, the department chair first meets with the teacher to work out any scheduling issues. The assistant principal will then meet with the teacher as needed.)
3. Pull-outs and Saturday sessions will be available for first-time takers and repeaters of HSAP. Students will be divided into groups of less than 25. Each group will spend two days with an identified English and Math teacher for intensive HSAP tutoring.	Assistant Principal/ Dept. Chairs	April	English and math department chairs will monitor HSAP pull out sessions and Saturday sessions. (Frequency: Pull out sessions will be held with each group of students for two days. Saturday sessions are planned for the month of March and April if attendance supports the need. Feedback: As dept chairs and administrators observe sessions, immediate feedback will be given to teachers. Follow-Up: The final HSAP scores for students will be given to the teachers of their session so the teachers can see the increase in performance from the practice test.)
4. HSAP tutoring will be utilized through the after school tutoring program. Teachers will utilize the data from USA Test Prep and Nova Net to plan tutoring sessions.	Tutoring Coordinator / Administrators	April	Administrators will observe and monitor after school tutoring sessions to insure that HSAP related skills are being taught. (Frequency: Administrators will observe sessions at least once weekly. Feedback: Administrators will give feedback to individual teachers as needed after observation of tutoring. Follow-Up: Administrators will re-visit classrooms for observation to ensure that tutoring for HSAP is on-going.)
5. During HSAP Skill Sessions on Wednesdays, teachers will concentrate on skills for success relative to HSAP.	Department Chairpersons / Administrators	September	Administrators and department chairpersons will observe HSAP skill sessions on Wednesdays to insure that each identified teacher is actively engaged in the HSAP Skill Session plan. (Frequency: HSAP sessions on Wednesday are randomly observed by administrators. Feedback: Administrators leave with the teacher a copy of the observation/evaluation form. Follow-Up: Administrators meet with teachers to discuss the use of the HSAP plan to ensure that all students are receiving HSAP preparation on Wednesday in all HSAP bearing classes.)
6. District math and English consultants will work with Keenan's math and English teachers to enhance effective instructional strategies that will increase scores on HSAP.	Principal/ District Consultants/ Math and English Teachers	August	Consultants will visit core area classrooms and provide feedback for the administrative team and provide feedback as needed to the teacher and principal. (Frequency: District consultants will visit according to the district mandated schedule.

			<p>Feedback: Consultants will give feedback to the teacher/principal after visits.</p> <p>Follow-Up: The principal will meet with teachers as needed after consultant visits to discuss areas of concern.)</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, through professional development and data analysis of Measures of Academic Progress, the principal will ensure that at least 63% of students taking the HSAP for the first time will pass the HSAP as measured by 63% of the students gaining 1.3 and 1.9 mean RIT value points (respectively) in Language Arts and math on the Fall 2008 to Spring 2009 MAP administration.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The principal will attend Summer Leadership MAP professional development sessions in order to gather basic information on utilizing the MAP program to increase student achievement.	Principal/ Teachers	June	<p>The principal will document attendance by sharing MAP information with teachers during a professional development session.</p> <p>(Frequency: The principal shared information regarding MAP with teachers during the opening session of the school year.</p> <p>Feedback: The teachers will continually talked with about MAP and the use of the data to benefit their students.</p> <p>Follow-Up: The principal appointed our Director of Professional Development as the MAP administrator to assist in the actual MAP testing and data collection. The director will train teachers in the use of MAP reports.)</p>
2. The principal will attend a district/school level session regarding the use of MAP in order to insure that teachers gain basic information regarding the use of MAP data. Instruction will be provided by our testing coordinator. <i>(Change: The principal selected the Director of Professional Development to be the MAP administrator and she will provide instruction of MAP and the use of MAP data.)</i>	Principal/ Teachers	August	<p>The principal will maintain records of teachers in attendance during MAP instruction.</p> <p>The principal will be able to analyze the school's data which is gained through the use of MAP in order to make decisions regarding instruction and assessment programs.</p> <p>(Frequency: Attendance will be taken at meetings where MAP instruction is given. Once the data is collected after</p>

			<p>each administration, the principal will meet with teachers</p> <p>to discuss what the implications of the data are and how the data can be used to drive classroom instruction.</p> <p>Feedback: If teachers fail to attend the MAP training sessions, the principal will schedule for them to have make up sessions to ensure that each teacher is trained to utilize MAP data to improve classroom instruction.</p> <p>Follow-Up: The principal will monitor MAP data and continue to keep teachers aware of the progression of their students.)</p>
3. The principal and teachers will access, print, use, and analyze MAP data in order to address student deficiencies.	Principal/ Teachers	August	<p>The principal will oversee the use of MAP data by teachers through teacher printed reports and lesson plans.</p> <p>(Frequency: The principal will review with teachers the use of their MAP reports after each administration. Lesson plans will be reviewed periodically to ensure that the data is being used to drive instruction.</p> <p>Feedback: The principal will give feedback to teachers in regard to their use of MAP data. The principal will meet with teachers to allow them to discuss how they are using the data and how their lesson plans reflect this use to drive classroom instruction.</p> <p>Follow-Up: The principal and other administrators will observe classrooms randomly on a daily basis to check for data driven instruction.)</p>
4. The principal will oversee the use of MAP data by teachers to plan lessons which address the individual/group needs of students including the use of differentiated instruction.	Principal/ 9 th and 10 th grade teachers	October	<p>The principal will collect and review sample lesson plans from ninth and tenth graders teachers in order to insure the use of MAP data for the planning of daily lessons.</p>

			<p>(Frequency: The principal will ask to review lesson plans of teachers at least once per nine weeks in order to look for the use of MAP data to drive instruction and differentiated instruction.</p> <p>Feedback: The principal will return the lesson plans with notes of commendation or concern.</p> <p>Follow-Up: The principal will ask to again review lesson plans of teachers who have not used MAP data once adjustments are made to instructional plans.)</p>
5. The principal will oversee the use of winter MAP data by teachers in order to identify areas where re-teaching is needed.	Principal/ Teachers	February	<p>The principal will collect and review sample lesson plans from teachers in order to insure the use of winter MAP data to re-teach content/skills as needed.</p> <p>(Frequency: After the administration of winter MAP, the principal will collect and review lesson plans from 9th and 10th grade teachers.</p> <p>Feedback: The principal will provide feedback to teachers regarding the use of new MAP data to re-teach standards that individual students have not mastered.</p> <p>Follow-Up: The principal will have conferences with teachers and conduct classroom observations to ensure that teachers are re-teaching needed material which will allow students to master standards.)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, through the implementation of HSAP preparation skill sessions, the principal will ensure that at least 63% of students taking the HSAP for the first time will pass the HSAP as measured by 63% of the students gaining 1.3 and 1.9 mean RIT value points (respectively) on Language Arts and math on the Fall 2008 to Spring 2009 MAP administration.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The principal will assign groups of no more than 25 first attempt HSAP students to designated English and Math teachers for two days of intense HSAP tutoring.	Principal / Math and English Teachers	January	<p>The principal will provide each designated teacher with a list of assigned students in order for the teacher to record student attendance and participation.</p> <p>(Frequency: During January, the principal will give each designated teacher a list of students to mentor who are taking the HSAP for the first time.</p> <p>Feedback: The principal will meet with the teachers to discuss the importance of the sessions and to make certain teachers have discussed the content to be present during the HSAP sessions.</p> <p>Follow-Up: The principal will randomly observe the HSAP sessions to ensure that HSAP instruction is taking place. The benchmark scores and final HSAP scores of the students will be provided to the teacher which will allow the teacher to see if the tutoring was successful with students.)</p>
2. The principal will instruct designated English and Math teacher as to the purpose of the prep sessions.	Principal/ Math and English Teachers	January	<p>The principal will meet with designated teachers to give instructions regarding conducting HSAP preparation skills sessions.</p> <p>(Frequency: During January, the principal will give each designated teacher a list of students to mentor who are taking the HSAP for the first time.</p>

			<p>Feedback: The principal will meet with the teachers to discuss the importance of the sessions and to make certain teachers have discussed the content to be present during the HSAP sessions.</p> <p>Follow-Up: The principal will randomly observe the HSAP sessions to ensure that HSAP instruction is taking place. The benchmark scores and final HSAP scores of the students will be provided to the teacher which will allow the teacher to see if the tutoring was successful with students.)</p>
3. The principal will monitor the two days of instruction for each group.	Principal	February	<p>The principal will visit each group at least once during the HSAP preparation skill sessions.</p> <p>(Frequency: During January, the principal will give each designated teacher a list of students to mentor who are taking the HSAP for the first time.</p> <p>Feedback: The principal will meet with the teachers to discuss the importance of the sessions and to make certain teachers have discussed the content to be present during the HSAP sessions.</p> <p>Follow-Up: The principal will randomly observe the HSAP sessions to ensure that HSAP instruction is taking place. The benchmark scores and final HSAP scores of the students will be provided to the teacher which will allow the teacher to see if the tutoring was successful with students.)</p>
4. The principal will provide for each designated teacher the HSAP benchmark and final HSAP scores as they become available so that they may reflect on the success of preparation sessions.	Principal/ Math and English Teachers	February	<p>The principal will provide for each designated teacher a list of assigned students with each student's benchmark and final HSAP scores.</p> <p>(Frequency: During January, the principal will give each designated teacher a list of students to mentor who are taking the HSAP for the first time.</p> <p>Feedback: The principal will meet with the teachers to discuss the importance of the sessions and to make</p>

			certain teachers have discussed the content to be present during the HSAP sessions. Follow-Up: The principal will randomly observe the HSAP sessions to ensure that HSAP instruction is taking place. The benchmark scores final HSAP scores of the students will be provided to the teacher which will allow the teacher to see if the tutoring was <i>successful with students.</i>)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1: By April 1, 2009, sixty percent of second year students will demonstrate an increase at least 10% on the First attempt Spring of 2008 HSAP as measured their Spring 2009 MAP ELA test (using the MAP/HSAP correlation).

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Schools will be provided “District Pacing Guides” that align instructional indicators to the South Carolina State Content Standards.	Curriculum and Instruction District Consultants	August 08	The pacing guides will provide a common reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. (C & I) Documentation: Pacing Guides, Ed Soft Web update Responsible: Executive Director
2. Training will be provided to schools to assist with the use and implementation of the “District Pacing Guides”	Curriculum and Instruction District Consultants	August 08	The pacing guides will provide a reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. Documentation: PD Schedule Responsible: Executive Director
3. District Consultants will work with school level staff to clarify the utilization of the pacing guides. District consultants will assist with vertical and horizontal team content meetings to review the utilization of “District Pacing Guides”	Curriculum and Instruction District Consultants	August 08	As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. (Executive Director) Schedule to be determined Documentation: Visitation Schedule Responsible: Executive Director
4. Consultants will share “Best Practices” and resources based upon the South Carolina State Content Standards support documents.	Curriculum and Instruction District Consultants	August 08	As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. (Executive Director) Schedule to be determined Documentation: Visitation Schedule Responsible: Executive Director

5. Consultants will review data from the quarterly HSAP Benchmark assessments with school level Department Heads to identify additional content strands that may require additional instruction and to develop strategies to address the identified areas.	Curriculum and Instruction District Consultants	October 08	District benchmarks will provide the school with data regarding student's progress in meeting academic goals. The school will use the information derived to determine where re-teaching and regrouping may be needed. The benchmark test and the compilation of results will be the supporting evidence. Documentation: Benchmark Reports Responsible: Executive Director
6. District subject area consultants will use a "coaching" model to support teachers with implementing effective instruction and promoting engagement.	District Consultants ENI Consultants	October 08	District consultants/ENI consultants will engage teachers in "reflective" discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director
7. District administrators will observe Classroom instruction and provide documentation as to the implementation of the District Literacy Framework.	District Consultants Directors Coordinators	October 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
8. District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies. a. Identifying Similarities and Differences b. Summarizing and Note Taking c. Setting objectives and Providing Feedback	District Consultants Directors Coordinators	October 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2: By April 1, 2009, sixty percent of second year students will demonstrate an increase at least 10% on the First attempt Spring of 2008 HSAP as measured their Spring 2009 MAP Math test (using the MAP/HSAP correlation).

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. Schools will be provided “District Pacing Guides” that align instructional indicators to the South Carolina State Content Standards.	Curriculum and Instruction District Consultants	August 08	The pacing guides will provide a common reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. (C & I) Documentation: Pacing Guides, Ed Soft Web update Responsible: Executive Director
2. Training will be provided to schools to assist with the use and implementation of the “District Pacing Guides”	Curriculum and Instruction District Consultants	August 08	The pacing guides will provide a reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. Documentation: PD Schedule Responsible: Executive Director
3. District Consultants will work with school level staff to clarify the utilization of the pacing guides. District consultants will assist with vertical and horizontal team content meetings to review the utilization of “District Pacing Guides”	Curriculum and Instruction District Consultants	August 08	As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. (Executive Director) Schedule to be determined Documentation: Visitation Schedule Responsible: Executive Director
4. Consultants will share “Best Practices” and resources based upon the South Carolina State Content Standards support documents. Consultants will review data from the quarterly HSAP Benchmark assessments with school level Department Heads to identify additional content strands that may require additional	Curriculum and Instruction District Consultants	August 08	As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. (Executive Director) Schedule to be determined Documentation: Visitation Schedule Responsible: Executive Director

instruction and to develop strategies to address the identified areas.			
5. Consultants will review data from the quarterly HSAP Benchmark assessments with school level Department Heads to identify additional content strands that may require additional instruction and to develop strategies to address the identified areas.	Curriculum and Instruction District Consultants	October 08	District benchmarks will provide the school with data regarding student's progress in meeting academic goals. The school will use the information derived to determine where re-teaching and regrouping may be needed. The benchmark test and the compilation of results will be the supporting evidence. Documentation: Benchmark Reports Responsible: Executive Director
6. District subject area consultants will use a "coaching" model to support teachers with implementing effective instruction and promoting engagement.	District Consultants	October 2008	District consultants/ENI consultants will engage teachers in "reflective" discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director
7. District administrators will observe Classroom instruction and provide documentation as to the implementation of the District Literacy Framework.	District Consultants Directors Coordinators	October 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
8. District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies. d. Identifying Similarities and Differences e. Summarizing and Note Taking f. Setting objectives and Providing Feedback	District Consultants Directors Coordinators	October 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

High Schools That Work (HSTW)

One of the seven steps in establishing High Schools That Work Small Learning Communities is to “design a guidance and advisement system that involves parents and connects every student to a caring adult mentor.” By implementing an advisor/advisee program which meets twice a month, we will begin a rotation where a student assigned in the ninth grade to a mentor will stay with that mentor throughout the four years of high school. The hope is that the advisor will get to know their students well throughout their high school experience. We hope that this support will assist us in keeping more of our students on target academically and help decrease our drop out rate.

Richland One District Wide EOC Practice Test

The EOC practice test is given district wide to allow teachers to see where their students are in regard to their performance on the upcoming end of course test. The practice test is scored in district and the results available to teachers within days. This allows teachers to target areas of weakness for re-teaching and review prior to the final end of course test. This practice test also allows students to become comfortable with the end of course format.

Measures of Academic Progress (MAP)

NWEA developed MAP which is a state aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions. The student test data from MAP will be utilized as a baseline in September. Teachers will examine the September test data to revise their initial instructional plan for students. The assessment will be administered again in January and instructional plans will be adjusted as needed. Teachers will use MAP data from the March administration to analyze student growth and to begin planning for next year’s instruction.

HSAP Skill Sessions and EOC Skill Sessions

These sessions are either in class, after school, or Saturday sessions which focus on the particular skills needed to be successful of the given test – HSAP English, HSAP Math, Algebra 1 EOC, English 1 EOC, Physical Science EOC, U.S. History EOC

Nova Net

This computer lab is set aside for use by HSAP and EOC teachers in order to insure that students are given time practicing the skills which will be tested on the HSAP and EOC tests. The Nova Net lab instructor maintains a schedule which allows all HSAP and EOC course teachers to rotate through the lab at least once a week.